



Національна академія педагогічних наук України
Інститут педагогіки
Відділ навчання іноземних мов

СВІТ БЕЗ КОРДОНІВ

• English • Deutsch • Español • Français •



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Схвалено відділом навчання іноземних мов
Інституту педагогіки НАПН України для використання
у шкільній практиці як експериментальні навчальні матеріали
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Навчальне видання «Світ без кордонів» – це збірник фрагментів окремих розділів змісту шести навчальних посібників елективних курсів з англійської («Культура і мистецтво Великої Британії», «Англійська мова для ділового спілкування», «Завітайте до України»), німецької («Німецькомовні країни»), іспанської (Країнознавство: Іспанія і Латинська Америка») і французької («Моя Франція») мов для учнів 10–11 класів профільної школи.

Видання підготовлено відповідно до вимог Навчальної програми елективних курсів з іноземних мов для старшої школи загальноосвітніх навчальних закладів (2015 р.) і Концепції навчальних посібників елективних курсів з іноземних мов для учнів 10–11 класів профільної школи (2015 р.), підготовлених науковими співробітниками відділу навчання іноземних мов Інституту педагогіки НАПН України.

Адресовано вчителям іноземних мов експериментальних навчальних закладів відділу навчання іноземних мов Інституту педагогіки НАПН України. Також може бути використане методистами з іноземних мов ОІППО, викладачами вищих навчальних закладів та всіма тими, кого цікавлять питання профілізації старшої школи.

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ВСТУП

Навчання іноземної мови у старшій профільній школі не є автономним процесом, а враховує іншомовний комунікативний досвід, набутий учнями на попередніх ступенях освіти. Він удосконалюється відповідно до рівня, визначеного навчальною програмою для 10–11-х класів, і відрізняється від змісту загальноосвітніх курсів першої та другої іноземної мови мовними, мовленнєвими та інформаційними особливостями профільного навчання. Згідно з такою диференціацією виникає потреба в забезпеченні старшокласників, які обрали іноземну мову для поглибленого оволодіння окремими аспектами своєї майбутньої професії, відповідними навчальними засобами, в яких використовуються дидактично, психологічно і методично доцільно дібрані методи, форми і види навчання, що узгоджуються як із сучасними технологіями оволодіння іншомовним спілкуванням (компетентнісним, комунікативно-діяльнісним, особистісно орієнтованим, культурологічним підходами), так і з профілізацією його змісту залежно від обраного профілю навчання. Такими засобами є *елективні курси (курси за вибором)*, яким відводиться провідна роль в урізноманітненні інформації, презентованої іноземною мовою, і зміст яких відбиває певну модель профільно орієнтованої діяльності старшокласників.

Елективні курси з іноземних мов – обов'язкові навчальні предмети, що є засобами забезпечення варіативного компонента змісту навчання. Вони розширюють і поглиблюють його додатковою профільно зорієнтованою інформацією, обираються самими учнями відповідно до їхніх інтересів, уподобань і потреб, реалізуються за рахунок шкільного компонента навчального плану. Елективні курси мають забезпечувати наступність змісту загальної шкільної та професійної іншомовної освіти та сприяти розвитку індивідуальної освітньої траєкторії старшокласників.

Мета елективних курсів з іноземних мов полягає у збагаченні іншомовного комунікативного досвіду старшокласників шляхом ознайомлення з новими галузями науки в межах обраного профілю відповідно до їхніх комунікативних намірів щодо вибору майбутньої навчальної/професійної діяльності, пов'язаної зі знанням іноземної мови.

Відповідно до мети елективні курси з іноземних мов виконують такі *основні завдання*:

- 1) розширюють зміст базового курсу іноземної мови, вивчення якого здійснюється на загальноосвітньому рівні;
- 2) поглиблюють і модифікують зміст профільного курсу іноземної мови з метою його засвоєння на рівні, необхідному для задоволення різноманітних пізнавальних інтересів старшокласників;
- 3) забезпечують створення й усвідомлення цілісної картини світу;
- 4) забезпечують прогресивний розвиток індивідуальної освітньої траєкторії учня старшої школи;
- 5) сприяють професійному самовизначенню старшокласників;
- 6) сприяють подальшому розвитку ключових і предметних компетентностей школярів, забезпечують комплексну реалізацію комунікативної, розвивальної, виховної та освітньої цілей навчання.

Упровадження елективних курсів у практику старшої школи урізноманітнює, розширює і поглиблює зміст шкільної іншомовної освіти новими засобами і технологіями їх використання, сприяє її адаптації до європейських стандартів.

Основними засобами оволодіння змістом елективних курсів є навчальні посібники. Їх ефективність, зокрема здатність сприяти виконанню вимог навчальних програм, розвитку пізнавальних інтересів і комунікативних потреб старшокласників, різнобічно залежить від дидактичних і методичних підходів, визначених для побудови їх змісту і структури. Номенклатура елективних курсів визначається навчальним закладом у межах варіативного компонента змісту освіти, зважаючи на інтереси та потреби школярів, кадровий потенціал навчального закладу, засоби навчання тощо.

Матеріали, які пропонуються в посібнику «Світ без кордонів», є фрагментами змісту навчальних посібників елективних курсів з англійської, німецької, іспанської, французької мов, підготовлених науковими співробітниками відділу навчання іноземних мов Інституту педагогіки Національної академії педагогічних наук України.

Призначення цього видання – дати уявлення про цілі, зміст і структуру навчальних посібників елективних курсів, які рекомендуються усім тим, хто планує організовувати профільне навчання старшокласників, пов'язане з іноземною мовою.

Tamara Polonska



CULTURE AND ART OF GREAT BRITAIN

Elective Course For Senior Pupils



MODULE 3. MUSICAL BRITAIN

Unit 3.2. Popular modern musicians, singers and music groups of Great Britain

"I don't make music for eyes. I make music for ears"
Adele, a British singer

1. Read the quote above, explain its meaning and give the Ukrainian equivalent.
2. *Your opinion.*
 - A. What is the difference between the meaning of the words "a musician" and "a singer", word-combinations "a musical group" and "a musical band"?
 - B. What is the most complete definition of the words "a musician" and "a singer"? Why do you think so?

A **musician** is a person who plays or composes music, esp. as a profession.

A **musician** is a person who performs music, esp. professionally.

A **singer** is a person who sings, especially a trained or professional vocalist.

A **singer** is a person who sings, esp. one who earns a living by singing.

A **musical group** is an organization of musicians who perform together.

A **musical band** is a group of musicians, especially a group that plays popular music (jazz, rock, calypso etc.).

3. A. Read the text. Mark the sentences below the text as true or false. Then, correct the false ones according to the text.
B. Speak about popular British musicians and music genres.

Music in Britain today. Britain is more famous for pop music than it is for classical composers or jazz musicians. Names such as *The Beatles*, *the Rolling Stones*, *Led Zeppelin*, *Pink Floyd*, *Elton John*, *George Michael* and *The Spice Girls* are known world wide but little do people know of other musicians not in the pop world. In Britain, most youths listen to punk, garage, house, rock, pop and R&B (such as *McFly*, *JLo*, *Xtina*, *Beyonce*, *Pink*, *Britney*, *Justin Timberlake*, *Mis-teeq*).

Nowadays young people listen to many different music styles and genres. So the musical life in England is various and diversified. One of the most popular modern music genres is *indie*. Derived from "independent", it describes the small and relatively low-budget labels on which it is released and

the do-it-yourself attitude of the bands and artists involved. Indie rock has been identified as a reaction against the “macho” culture that developed in alternative rock. “Arctic Monkeys” is a famous indie-rock band.

Pop music is also popular nowadays in Great Britain. *Mika* is a world famous singer-songwriter. Other popular modern music genres are hardcore and post-hardcore. Hardcore punk typically features very fast tempos, loud volume, and heavy bass levels, as well as a “do-it-yourself” ethic. Post-hardcore includes screaming as the major vocalization technique within most songs, with melodic singing at other times. *Enter Shikari* combine post-hardcore and heavy metal sub-genres with elements of various electronic genres. They are quite popular not only in GB, but also in the USA and in Ukraine.

Notable British musicians achieving global success at the beginning of the 2010s include “One Direction”, Adele and “Mumford & Sons”.

Adele’s album “21” became the UK’s best-selling album of the 21st century and its 4th best-selling album of all time in 2011, certified platinum 16 times. During the same year, the Grammy-award winning album “Back To Black” by British singer *Amy Winehouse* became the UK’s second best selling album of the 21st century and its 13th best-selling album of all time following her death in 2011, certified platinum 11 times. In 2014, the UK’s top 10 albums were all by British artists, including releases by *Ed Sheeran*, *Sam Smith*, *George Ezra*, *Paolo Nutini*, *Coldplay* and *One Direction*. *Sam Smith’s* debut album “In the Lonely Hour”, released in 2014, peaked at number one in the United Kingdom, New Zealand and Sweden, and number two in Australia, Canada, Denmark, Ireland, Norway and the United States. In the same year, *Ed Sheeran’s* second album “X” charted at number one in twelve countries, topping both the UK Albums Chart and the US Billboard 200, and reaching the top 5 in eleven other countries. Also in 2014, *One Direction’s* album “Four” reached number 1 in the UK, became the top charted album on iTunes in 67 countries and debuted at No. 1 on the Billboard 200 chart in the US. As a consequence, *One Direction* became the first band to reach number one on the US Billboard chart with each of their first four albums, British or otherwise.

1. Britain is more famous for classical composers than it is for pop music.
2. Nowadays young Brits listen to punk, garage, house, rock, pop and R&B.
3. The music genre “indie” refers to the music of India.
4. Mika and Adele are famous British singers and songwriters of the 21st century.
5. Notable British musicians such as “One Direction”, Adele and “Mumford & Sons” achieved global success at the beginning of the 2009s.

6. Adele’s album “25” became the UK’s best-selling album of the 21st century.
7. In 2014, the UK’s top 10 albums were all by British artists.

6. A. Read the texts about the most popular British musicians of today.
- B. Make up short dialogues concerning these musicians and act them out.
- C. Who is your favourite and best Ukrainian singer? And why?

ADELE (Adele Laurie Blue Adkins)



- a British singer and songwriter;
- was born on 5 May 1988 in London;
- genres: soul · pop · blue-eyed soul · R&B;
- years active: 2006–present;
- albums: “19” (2008), “21” (2011), “25” (2014);
- awards: 10 Grammy Awards, 4 American Music Awards, 3 AIM Independent Music Awards, 13 Billboard Music Awards, 8 BMI London Awards, 4 BMI Pop Awards, 4 Brit Awards, 2 Ivor Novello Awards, 2 Music Week Awards, 3 MTV Video Music Awards, 2 NRJ Music Awards, 2 Nickelodeon UK Kids Choice Awards, 2 Q Awards, 2 Swiss Music Awards, 2 UK Music Video Awards, among other 28 awards.

MIKA (Michael Holbrook Penniman, Jr.)



- a Lebanese-British pop/rock singer and songwriter;
- was born on 18 August 1983 in Beirut, Lebanon;
- genres : pop · rock · glam rock;
- years active: 2006–present;
- studio albums: “Life in Cartoon Motion” (2007), “The Boy Who Knew Too Much” (2009), “The Origin of Love” (2012), “No Place in Heaven” (2015); a compilation album: “Songbook Vol.1” (2013);
- awards: 3 World Music Awards, 2 Capital Awards, 1 BRIT Awards, 1 BBC Sound of 2007, 1 Q Award, 1TMF Award, 1 NRJ Music Award, 1ECHO Award, 1Ivor Novello Award, among other awards.

ED SHEERAN (Edward Christopher Sheeran)



- an English singer-songwriter and musician;
- was born on 17 February 1991 in Hebden Bridge, West Yorkshire, England;
- genres: pop · R&B · folk · hip hop · acoustic;
- years active: 2005–present;
- studio albums: “+” (2011), “x” (“multiply”, 2014);
- awards: 6 Teen Choice Awards, 4 BMI London Awards, 4 BRIT

Awards, 3 Digital Spy’s Reader Awards, 3 JIM Awards, 3 Teen Choice Awards, 3 Q Awards, 3 People’s Choice Awards, 2 World Music Awards, 2 Ivor Novello Awards, 2 Radio Disney Music Awards, 2 Grammy Awards, among other awards.

SAM SMITH (Samuel Frederick Smith)



- an English singer and songwriter;
- was born on 19 May 1992 in London, England;
- genres: pop · soul · R&B ;
- years active: 2007–present;
- a studio album: “In the Lonely Hour” (2014);
- best album’s singles: “Lay Me Down”, “Money on My Mind”, “Stay with Me”, “I’m Not the

Only One”, “Like I Can”;

- awards: 4 Grammy Awards, 4 MOVO Awards, 3 Billboard Music Awards, 3 BRIT Awards, 1 American Music Award, 1 Q Award, among other awards.

ONE DIRECTION (also known as 1D)

- an English-Irish pop boy band based in London; composed of Liam Payne, Niall Horan, Harry Styles, Louis Tomlinson (*from left to right*);
- genres: pop;
- years active: 2010–present;



- albums: “Up All Night” (2011), “Take Me Home” (2012), “Midnight Memories” (2013), “Four” (2014); “Made in the A.M.” (2015);
- awards: 19 Teen Choice Awards, 11 MTV Europe Music Awards, 8 Japan Gold Disc Awards, 6 JIM Awards, 5 Britt Awards, 4 MTV Video Music Awards, 3 ARIA Music Awards, 2 American Music Awards, among other awards.

Members of One Direction:

► **Liam James Payne** (born 29 August 1993 in Wolverhampton, England) is an English singer, songwriter and pianist. Payne is known as one of the principal writers in *One Direction*, credited for co-writing more than half of the songs on the band’s third and fourth album;

► **Niall Horan** (born 13 September 1993 in Mullingar, Ireland) is an Irish singer-songwriter and guitarist. In his career as a member of *One Direction*, he has co-written five songs from the albums “Up All Night” and “Take Me Home”;

► **Harry Edward Styles** (born 1 February 1994 in Redditch, Worcestershire, England) is an English singer and songwriter. In addition to singing, Harry Styles has also appeared in television and film, including the Nickelodeon series *iCarly* and the concert film “One Direction: This Is Us”;

► **Louis William Tomlinson** (born Louis Troy Austin; 24 December 1991 in Doncaster, South Yorkshire, England) is an English pop singer and songwriter, and actor. He began his career as an actor, initially appearing in ITV drama “Fat Friends” as an extra. He also went on to appear in another ITV drama film “If I Had You” and the BBC drama “Waterloo Road”. In 2010, he became a founding member of *One Direction*. Louis Tomlinson is known as a guitarist, pianist and keyboard player of this band.

ENTER SHIKARI

- a British rock band formed in 2003 in St. Albans, Hertfordshire, England; composed of Rob Rolfe, Rory Clewlow, Rou Reynolds and Chris Batten (*from left to right*);
- a band was named after a boat belonging to Rou Reynolds’ uncle, and a character in a play which he wrote before forming the band, both of which are named Shikari;



- genres: post-hardcore · electron-icore · alternative rock · electronic rock · experimental rock;
- years active: 2003–present.
- albums: “Take to the Skies” (2007), “Common Dreads” (2009), “A Flash Flood of Colour” (2012), “The Mind-sweep” (2015); and 7 video albums;
- awards: 3 Kerrang! Awards, 1 AIM Award, 1 NME Award, 1 BT Digital Award.

Members of Enter Shikari:

► **Rou Reynolds**, better known as “Rou” (born 16 January 1986 in St. Albans, Hertfordshire, England), is the lead singer of the British Post-Hardcore band, *Enter Shikari*. He also plays a synthesizer, keyboards, an acoustic guitar, a rhythm guitar, and a trumpet;

► **Chris Batten**, also known as Batty C. (born 2 August 1986 in St. Albans, Hertfordshire, England), is the bassist and backing vocalist in *Enter Shikari*. He also plays keyboards;

► **Rob Rolfe** (born 16 January 1986 in St. Albans, Hertfordshire, England) is the backing vocalist and drummer in *Enter Shikari*;

► **Rory “Liam” Clewlow** (born 15 June 1986 in St. Albans, Hertfordshire, England) is the lead guitarist and vocalist in *Enter Shikari*.



ARCTIC MONKEYS

- an English rock band formed in 2002 in High Green, a suburb of Sheffield, England; composed of Jamie Cook, Alex Turner, Matt Helders, Nick O'Malley (*from left to right*);

- genres: indie rock;
- years active: 2002–present;
- albums: “Whatever People Say I Am, That’s What I’m Not” (2006), “Favourite Worst Nightmare” (2007),

“Humbug” (2009), “Suck It and See” (2011), “AM” (2013);

- awards: 20 NME Awards, 7 Brit Awards, 5 Q Awards, 1 Ivor Novello Award, 1 Meteor Music Award, 1 Muso Award, 1 PLUG Award, 1 MOJO Award, 1 Mercury Prize.

Members of Arctic Monkeys:

► **Jamie Robert Cook** (born 8 July 1985 in West Kirby, Merseyside, England) is an English guitarist and songwriter in *Arctic Monkeys*;

► **Alexander David “Alex” Turner** (born 6 January 1986 in High Green, Sheffield, England) is the lead vocalist, guitarist, and principal songwriter of the English rock band *Arctic Monkeys*;

► **Matthew “Matt” Helders** (born 7 May, 1986 in High Green, Sheffield, England) is the drummer, vocalist and songwriter of the band *Arctic Monkeys*;

► **Nicholas “Nick” O'Malley** (born 5 July 1985 in Sheffield, England) is the bass guitarist and backing vocalist of *Arctic Monkeys*.

7. For questions (1–7) choose the correct answer (A, B or C) concerning the text above.

- What is the full name of Adele?
A. Adele Laurie B. Adele Laurie Blue C. Adele Laurie Blue Adkins
- How many studio albums did Mika release?
A. five B. three C. four
- Which of these genres does not belong to Ed Sheeran’s music?
A. hip hop B. R&B C. jazz
- When did Sam Smith begin his active music career?
A. in 2010 B. in 2007 C. in 2014
- How many members are there in the pop band “One Direction”?
A. four B. five C. six
- When was the rock band “Enter Shikari” formed?
A. in 19th century B. in 20th century C. in 21st century
- How many awards has the rock band “Arctic Monkeys” received?
A. 30 B. 25 C. 37

8. A. Search the Internet and find information about one of the British musicians or music bands mentioned below.

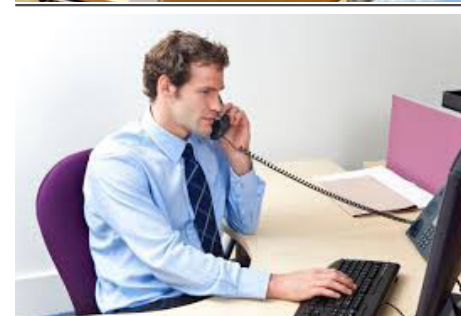
B. Write 5-6 sentences about his / their musical career and be ready to retell it to your classmates in the next lesson.

- an English composer Andrew Lloyd Webber;
- a Scottish band “Twin Atlantic”;
- a Welsh rock band “Super Furry Animals”;
- an English musician, singer and songwriter Sting;
- an English singer and songwriter Olly Murs.

Business English



MODULE I. The World of Jobs



LEAD IN

Speak out

1. Describe the working environments in the pictures.
2. What are advantages and disadvantages of working in each place?
3. Describe your ideal work place.

Task 1. Read the questions and check the meaning of the words in bold.

1. Do your parents have **9 to 5 job** or do they work **flexitime**?
2. Do students take a **gap year** before going to University when they finish school?
3. Do your parents often **work overtime**?
4. Is their job **rewarding**? What are its **challenges**?
5. Are there many **unemployed** people in your country?
6. Would you like to work for a company or be **self-employed**? Why?

7. Do you have any **work experience**?
8. What **qualifications** do you need for your future job?
9. What age do people **retire** in your country?

▲▲ Work in pairs. Ask and answer the questions.

PART A WORK-LIFE BALANCE

Task 2. a) Look at the picture story and match sentences with each picture:



- A He was satisfied with his job because he had a good salary and could use company car —
- B He found a vacancy in a food company and applied for a job there —
- C He was dismissed and was unemployed again —
- D After five months he was promoted to the position of manager —
- E Mike was unemployed and was looking for a job —
- F He had to do hard and work overtime —
- G But then he had an argument with his boss —
- H He had an interview and got the job —

b) Reproduce the story looking at the pictures.

Task 3. Read the text.

ARE YOU HAPPY WITH YOUR WORK-LIFE BALANCE?

Although majority of people say that they work “for the money”, salary isn’t actually the only thing that they think about. Recently, research has shown that people consider many different factors to be of importance when they make their career choice. A worldwide survey of students showed that after graduation they would be looking for jobs that allowed them to balance their personal lives with their work lives, so it’s not always a full-time job. They are ambitious and optimistic about their career prospects, and look at their working future in a different way to their parents.

For example, **Katsuro** works as a shop assistant in one of big supermarkets in Japan. He says: I work part-time and I am fully satisfied with my life. I’ve chosen a lifestyle that gives me enough money and quite a lot of free time. But my father, on the other hand, works more than 70 hours a week for a car company. Sometimes he has to work night shifts. I think, it’s madness. Lots of Japanese people do overtime. There’s an expression in Japanese, *karoshi*, which means “to die because you work too hard”. A lot of people in Japan get ill or die because they work too much. I think my generation is different. We don’t want our lives to be ruled by work. I work a few hours a day and get good wages. I spend the rest of my time seeing my friends and playing baseball.

It’s not just the younger generation who think like this either. There has been an increase in the number of middle-aged employees who are moving away from highly-paid executive positions into less stressful jobs.



David is a project manager for a big software company in the USA. He says: Work conditions in our company are great. Our office is in a park zone; there's no dress code. Also there's a canteen and a gym. So the staff don't have to worry about their lunch and can regularly keep fit. But personally I'm not satisfied with my work-life balance at all. I work overtime – at least 50 or 60 hours a week. So I don't have much time for myself or to see my children. I communicate with my wife by leaving messages on the fridge. We almost don't see each other because we work different hours. Our work gets extremely stressful when we have deadlines – sometimes I and my team even skip our lunch. A few weeks ago I missed my son's birthday because it was another project deadline. I earn a lot of money but I don't have enough time for my private life. Is it worth it? I want to live for myself not when I retire but now.

Task 4. Answer the following questions:

1. Why don't many young people want to have a full-time job?
2. What does the Japanese phrase '*karoshi*' mean?
3. What is the difference between young and old generation in Japan, according to Katsuro?
4. What are the working conditions in David's company?
5. Is David satisfied with his work-life balance? Why?
6. How does David's work harm his family life?
7. Which of the two situations is more typical for your country?
8. Would you prefer a part-time or a full-time job?

▲▲ **Task 5. Work in groups of four.**

- a) **Discuss which advantages and disadvantages David and Katsuro get from their lifestyles. Think of different aspects and organize your ideas in a table. There are some ideas in each column to help you get started.**

Katsuro		David	
Positive	Negative	Positive	Negative
- spends a lot of time with friends - ...	- cannot spend holiday abroad - ...	- can afford to live in a house with a pool - his children can study in prestigious colleges - ...	- problems with health - ...

b) Which lifestyle is more attractive for you? Why?

Task 6. Match the words to their definitions:

- | | |
|--------------|--|
| 1. executive | a) the latest time or date by which something should be completed |
| 2. deadline | b) a person or a company that hires people and pays money for their work |
| 3. to retire | c) payment for work or services made to workmen on a daily, hourly or weekly basis |
| 4. staff | d) a person who is hired to work for a company in return for payment |
| 5. employer | e) all people who work in a company |
| 6. employee | f) a fixed monthly payment for professional or office work |
| 7. salary | g) a person who is responsible for running a company |
| 8. wage(s) | h) to leave your job because of your age e.g. 65 |

Task 7. Complete the text with the given words.

conditions	hours	part time	temporary
experience	job	qualifications	work

Nowadays in many countries around the world there is not enough _____ for everybody and many people are looking for a _____. If they are lucky enough to find one it is often _____ (only a few hours a day) not full time, or it is a _____ job (only for a few months) not a permanent one. Many jobs involve working long _____ and often the working _____ (e.g. salary, holidays) are not good. To get a good job, it's important to have _____ (e.g. a university degree) and some _____.

Task 8. Roger discusses his working conditions with friends. Choose the right options for these short dialogues.

Hours

Rodger: We have *flexihours* / *flexitime* here. I often work late on Monday, so I can leave early another day.

Brenda: That's great. I have to work *shifts* / *steps*. I have to work a lot *overtime* / *afterhours*, too.

Clothes

Robert: Is there a *dress code* / *clothes code* there?

Roger: Yes, I have to wear a *suite* / *suit* and tie.

Family

Roger: There is a childcare facility on the company premises.

Colleen: Great! That helps you get your *life-work* / *work-life* balance right.

Holidays

Julia: When will you go *on* / *in* holiday?

Roger: I can't take any days *free* / *off* for six months because of the *probationary* / *provisional* period.

Food

Roger: The company *canteen* / *kitchen* is great.

Doug: Oh, I'm so busy that I often *skip* / *jump* lunch.



Task 9. Discussion

1. Some people say they would like to 'leave the rat race'. What do you think they mean?
2. Who do you think is responsible for overwork – the company or the employee?
3. What can companies do to ensure their staff have good work-life balance?
4. Why do you think some people become workaholics?
5. Do you think it is harder for men or women to achieve a work-life balance? Why?

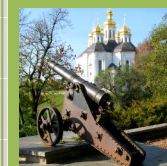
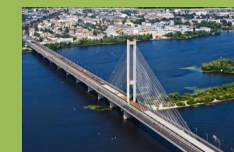


Iryna Alekseienko

Welcome to Ukraine



Student's Book



CHAPTER 1

UKRAINE IN THE WORLD

Unit 1.3 UKRAINE IN SYMBOLS

Terms to Know

- heritage
- the Trypillian culture
- pottery
- herald
- resurrection
- chord
- immortal
- deceased
- snowball tree
- (guelder-rose)
- embroidery

Main Idea

Have you ever been to Trypillia? Do you know what does it famous for? Why do you think this place can be interesting for us? Most likely, this culture brings to our minds the core insight of Ukrainian culture.

This section describes symbols (national, plant, bird and animal) of Ukraine, their history development and people attitude to them.

Reading

Each nation has its own system of symbols that is transmitted from one generation to another as **heritage**. Symbols are the part of human history.

In the III-d millennium of BC **the Trypillian culture** extended in the Right Bank Ukraine. The keepers of this culture were at a high level of their economical and spiritual development. Many Trypillian symbols have been traced into Ukrainian culture. Trypillians were aware of the world – the Universe – as the unified and indivisible system, and depicted it in their paintings. This vision of the World is appropriate for the Ukrainian folk art.

Modern Ukrainian **pottery** in its form and painting are similar with Trypillian tableware. The picture of Trypillian Life Tree is one of the most



favourite Ukrainian plots, particularly in **embroidery**. The symbol of the Mother – Berehynia – became the most common in numerous folk embroideries: towels, shirts and ornaments.



Since ancient times an egg (**Pysanka**) was a symbol of the **immortal** soul, life, the Sun and the Universe. It is one of the most popular Ukrainian folk symbols for many centuries. Birds are **heralds** of spring **resurrection**. So their eggs are the emblem of the sun, life and rebirth. Ukrainian Easter eggs have over 100 symbolic images. For example, a curve means the thread of life, eternity of the sun

movement, a symbol of the beginning and the end. A **chord** of egg colours is rich: red – the joy of life and love; yellow – the moon and the stars, the crop; green – wealth of the plant life; blue – the Sky and health; bronze – the Mother Earth; black and white – respect for **deceased relatives** and their souls. People belief for the amazing power of Easter eggs was wide. Pysankas were used as a symbol of love, and they were given to the beloved. Egg symbols have been changed gradually with the Christianity introduction. It became a symbol of joy and faith for the Jesus Christ **Resurrection**, as a symbol of forgiveness.

The life of Ukrainian is connected with Rushnyk. Bread and salt on embroidered towels is a high sign of hospitality. Rushnyks always marked the appearance of a child in a family, marriage or guests greeting. A father, a son and a husband were sent on a long journey with it. Rushnyks embroidery which is varied depending on their functionality is deeply symbolic. Colours and patterns of Rushnyk talk about love and eternal life.



For Ukrainian people a wreath is a traditional talisman. Not only the girls are decorated with it, but it is often used as the element of house decoration. Wreath images were always on clothing, tablecloths and towels. Many various flowers are in the Ukrainian wreath. There can be up to 12 different flowers: roses, white lilies, cornflowers, heathers, field bells, the laurel, mallows, peonies, chamomiles, the strawflowers and **snowball flowers or guelder-rose** grapes. Each flower symbolizes something special. Wedding wreath, even paper, must contain a symbol of true love – a periwinkle. A wreath is tied with



coloured ribbons. In the middle there is a light brown ribbon – a symbol of land, on the left and right – two yellow ones – a symbol of the sun, followed by light and dark green – symbols of nature, beauty and youth. Then the light and dark blue – symbols of water and the sky. Then, on the one hand – an orange ribbon – a symbol of bread, and on the other – a purple ribbon – a symbol of mind, then a crimson ribbon – a symbol of sincerity and a pink one – a symbol of wealth. The edges of the wreath were tied with white ribbons – a symbol of innocence. The sun was embroidered on the bottom of the left ribbon, and the moon – on the right.

Almost all nations have favourite plant symbols (See **Resource Folder**). A willow is a symbol of beauty, the continuity of life. On a Palm Sunday week the willow is consecrated. These branches are served as a talisman at homes. A periwinkle is an evergreen symbol of eternity. It hides the powerful healing force – to win serious illness. That is why the people gave it to their love. Kalyna (a guelder-rose) is a symbol of beauty, love and happiness. It was always planted near the houses; wedding loaves and the bride wreath were decorated with it. A sunflower was a symbol of the sun, life and joy.



The most favourite bird of Ukrainians is a stork that symbolizes love of parents, family values. This is a symbol of family well-being, peace and love for the motherland. There is a happy home where the storks build their nest. A stork is a harbinger of spring and nature rebirth. People say that it brings children to families.

State symbols of modern Ukraine are an emblem (a coat of arms) and a flag. The Great State Emblem of Ukraine is a trident – Small State Emblem of Ukraine. Trident is a symbol of power and sovereignty. It was used as a coat of arms of Rurik dynasty. Trident first appeared in Sviatoslav Ihorevych print. Later it was on Grand Duke Vladimir pieces of silver. Such coins were also found on the churches bricks and on the remains of fortresses, household items, stamps and so on.

The national flag of Ukraine is a banner of two equal horizontal bands of blue and yellow. Blue – the colour of the clear sky and water. Yellow – the colour of the sun and rye. Yellow and blue colours were used on the



coat of arms of Russ principality in XIV century. They were also in the coat of arms of Russian lands, princes, nobles and cities of medieval and early modern times. In January 28, 1992 the Verkhovna Rada of Ukraine legalized the blue-yellow flag as the official flag of the country.

Symbols constantly recall for ethnicity and national dignity. They remind us about our native language, family and country.

Reflection

1. What archeological culture had been appeared in Ukraine in the 3-d millennium BC?
2. What categories of national symbols do you know? Explain their meaning, functions and influence for the Ukrainian culture.
3. What is the most popular animal in Ukraine? Why?
4. What other animal symbols do you know? Name them, please.
5. What bird is a symbol of the Ukrainian home?
6. What plant is a symbol of Ukraine as a Motherland?

Read the text. Use the chart to take notes. Please, list three names and their meaning for each category.

Category	Name	Meaning
National symbols	_____	_____
Plant symbols	_____	_____
Bird symbols	_____	_____
Animal symbols	_____	_____

Revision Exercises

Exercise 1**Complete the sentences with the words in the box.**

transmitted, integral, traced, depicted, plots, resurrection,
introduction

1. Many Trypillian symbols have been into Ukrainian culture.
2. The picture of the Life Tree is one of the most favourite Ukrainian
3. Each nation has its own system of symbols that was from one generation to another.
4. Symbols are an part of the people history and their life way.
5. Trypillians the Universe in their paintings like tridimensional one.
6. Egg symbols have been changed gradually with the Christianity
7. Birds are heralds of spring and the sun.

Exercise 2**Find giving words and word combinations in the text and explain their meaning.**

ethnicity and national dignity, legalized, principality, coat of arms, household items, sovereignty, statehood, fertility, a harbinger, to be consecrated, eternity, healing force.

Exercise 3**Complete the sentences according to their subject matter.**

1. Guelder-rose berries symbolize
2. As the sunflower turns its head to the sun so the soul of a person
3. The typical Ukrainian home picture is
4. In wedding songs and rites cornflowers symbolizes
5. The plant Basil received its name on behalf of
6. The life of a poppy is short, so the poppy symbolizes
7. A periwinkle planted on the graves was a symbol of
8. A drug plant that born an image of a lush herb in the folk-songs
9. According to legends, the thistle is a habitation of
10. Overburned rye flour is used with

Exercise 4

- a) Find 10 keywords and word combinations in the text which help you to transfer its main idea.
- b) Divide the text into sense bearing parts and name them.
- c) Ask 10 questions about the text.
- d) Transform the text into the dialogue.
- e) Write the annotation to the text above.

Exercise 5**Interview your English friend or a guest from another country about their national symbols.****Exercise 6****Explain the meaning of English sayings.**

1. When in Rome, do as the Romans.
2. Birds of a feather flock together.
3. There is no place like home.
4. One man's trash is another man's treasure.

Project Work 1**Group 1**

Find information about the Trypillian culture influence on the Ukrainian culture. Write a short passage.

Group 2

Find information about Ukrainian crafts: Petrykivka Art, Pysanka, Motanka doll, Borshchiv embroidery, pottery and others. Write a short passage.

Group 3

Find and tell a myth, a legend, a folklore story or a fairy-tale about one of the favourite national symbols of Ukraine. Share your information with your friends. Retell the story of your friends.

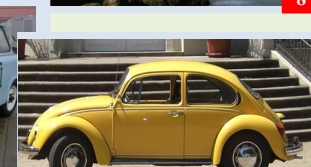
DEUTSCHSPRACHIGE LÄNDER



Deutschland
Österreich
Schweiz
Liechtenstein
Luxemburg

LEKTION 1 WISSENSWERTES ÜBER DEUTSCHLAND

THEMA 1: Deutschland in Zahlen und Fakten. Deutsche Landschaftsbilder



1 Was fällt Ihnen zu den einzelnen Bildern ein (S.29)? Diskutiert im Kurs.

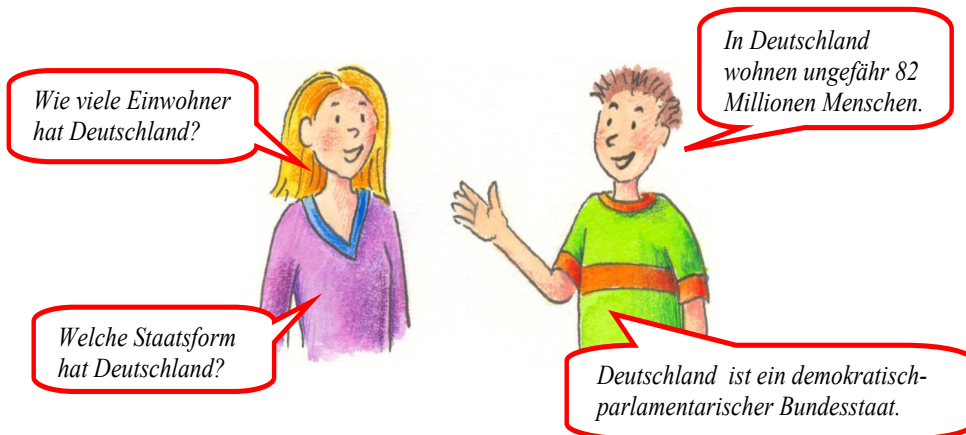
2 Welcher Text passt zu welchem Bild (S.29)? Ordnen Sie zu.

- ☐ A Heute ist Frankfurt am Main ein wichtiges internationales Finanzzentrum und ein bedeutendes Industrie-, Messe- und Dienstleistungszentrum. Eine Besonderheit der Stadt ist die Skyline, deshalb nennt man sie *Mainhattan*.
- ☐ B Seit November 2005 ist Angela Merkel Bundeskanzlerin. Laut Forbes Magazine belegte sie 2014 den 1. Platz der mächtigsten Frauen der Welt, sowie Platz 5 der mächtigsten Menschen der Welt.
- ☐ C Deutschland ist für seine Brotsorten weltweit bekannt. Die deutsche Küche hat sich internationalisiert, aber sie pflegt und entwickelt traditionelle regionale Speisen und Spezialitäten weiter.
- ☐ D Die Berliner Mauer bestand vom 13. August 1961 bis zum 9. November 1989, als sie im Zuge der politischen Wende geöffnet wurde.
- ☐ E Günter Grass ist ein deutscher Schriftsteller, Bildhauer, Maler und Grafiker. Seine Bücher wurden in zahlreiche Sprachen übersetzt. Im Jahr 1999 erhielt er den Nobelpreis für Literatur.
- ☐ F Im Jahre 1949 wurden zwei deutsche Staaten: die Bundesrepublik Deutschland (BRD) und die Deutsche Demokratische Republik (DDR) gegründet, die über 40 Jahre lang nebeneinander existierten.
- ☐ G Der Kölner Dom zählt zu den weltweit größten Kathedralen im gotischen Baustil. Seit 1996 gehört er zum UNESCO-Weltkulturerbe. Der Dom ist zudem die meistbesuchte Sehenswürdigkeit Deutschlands.
- ☐ H Solche Strandkörbe sind in nahezu allen Urlaubsorten und Seebädern der Nord- und Ostsee zu finden und können von Frühjahr bis Herbst üblicherweise bei Strandkorbwärtern gemietet werden.
- ☐ I Bayern ist das flächengrößte deutsche Bundesland, das für viele für wahre Gemütlichkeit, altes Brauchtum und eine überwältigende Landschaft steht.
- ☐ J Die Endrunde der Fußball-WM fand vom 9. Juni bis zum 9. Juli 2006 zum zweiten Mal nach 1974 in Deutschland statt. Die Mannschaft Deutschlands belegte den dritten Platz.
- ☐ K Ähnlich wie der VW Käfer entwickelte sich der Trabant zu einem Kultfahrzeug mit umfangreichem Freundeskreis.

Name	Bundesrepublik Deutschland
Hauptstadt	Berlin (ca. 3,5 Millionen Einwohner)
Staatsflagge	drei horizontale Streifen in Schwarz, Rot, Gold
Staatswappen	der einköpfige schwarze Adler
Nationalhymne	Das Lied der Deutschen (dritte Strophe)
Nationalfeiertag	3. Oktober (Tag der Deutschen Einheit)
Sprache	Deutsch
Staatsform	demokratisch-parlamentarischer Bundesstaat (16 Bundesländer)
Bevölkerung	ca. 81,900 Millionen (bevölkerungsreichstes Land der EU), ca. 7,3 Millionen Ausländer
Währung	Euro
Religionen	ca. 53 Millionen Christen (etwa 26 Millionen römisch-katholisch und 26 Millionen evangelisch), 3,3 Millionen Muslime, 230 000 Buddhisten, 200 000 Juden
Lage	Mitteleuropa
Fläche	ca. 357 340 km ²
Nachbarstaaten	Dänemark, Polen, Tschechische Republik, Österreich, Schweiz, Frankreich, Luxemburg, Belgien, Niederlande
Höchster Berg	Zugspitze (2962)
Längste Flüsse	Rhein: 865 km, Elbe: 727 km, Donau: 647 km (innerhalb Deutschlands)
Größte Städte	Berlin (ca. 3,5 Millionen Einwohner), Hamburg (ca. 1,7 Millionen), München (ca. 1,3 Millionen), Köln (ca. 1 Million), Frankfurt am Main (ca. 650 000)
Kfz-Kennzeichen D	



3 Lesen Sie den Steckbrief auf Seite 31. Fragen Sie und antworten Sie.



4 Benutzen Sie die Informationen aus dem Steckbrief und stellen Sie Deutschland vor.

Deutschland heißt offiziell die Bundesrepublik Deutschland.
Die Bundesrepublik ist ein _____



Deutschland liegt im Herzen Europas zwischen der Nord- bzw. Ostsee im Norden und den Alpen im Süden. Die größte Ausdehnung von Norden (Sylt) nach Süden (Oberstdorf) beträgt ungefähr 880 km, von Westen (Aachen) nach Osten (Görlitz) ca. 630 km. Mit einer Fläche von etwa 357 340 km² ist

Deutschland kleiner als beispielweise Spanien oder Frankreich. Trotzdem sind Landschaften und Wetter sehr abwechslungsreich. In Deutschland ist es nicht so heiß und sonnig wie in den südlichen Ländern Europas, dafür sorgt der regelmäßige Regen für grüne Wiesen und Wälder. In Deutschland gibt es viele Laub- und Nadelwälder.

Die abwechslungsreichen Landschaften reichen vom Norddeutschen Tiefland über die Mittelgebirge bis hin zu den Alpen in Süddeutschland. Die große Vielfalt der Landschaften macht Deutschland nicht nur für ausländische Touristen, sondern auch für Deutsche zu einem attraktiven Reiseland. Neben den Städten mit ihren Sehenswürdigkeiten sind Bayern, die Ost- und Nordsee, der Bodensee und der Schwarzwald besonders beliebte Reiseregionen.



5 Lesen Sie den Text und beantworten Sie die Fragen.

Wo liegt Deutschland?
 Wie viele Kilometer sind es von Norden nach Süden?
 Ist Deutschland das größte Land der Europäischen Union?
 Wie ist das Wetter in Deutschland?
 Welche Landschaften gibt es in Deutschland?
 Machen die Deutschen gern Urlaub in Deutschland?
 Welches sind die beliebtesten Reiseziele in Deutschland?

6 Lesen Sie den Text und betiteln Sie ihn.

Die deutschen Landschaften sind außerordentlich vielfältig. Niedrige und hohe Gebirgskzüge wechseln mit Hochflächen, Hügel-, Berg- und Seenlandschaften



und weiten Ebenen. Von Norden nach Süden ist Deutschland in fünf große Landschaften geteilt: Das Norddeutsche Tiefland prägen seenreiche, hügelige Landschaften, die sind von Heiden, Mooren und fruchtbaren Böden hin zur Mittelgebirgsschwelle durchsetzt. Zu den Tieflandbuchten gehören die Nieder-rheinische, die Westfälische und die Sächsisch-Thüringische Bucht. Den Küsten vorgelagert sind in der Nordsee zahlreiche Inseln wie Borkum, Norderney, Sylt und Helgoland. In der Ostsee liegen Rügen, Hiddensee und Fehmarn. Die Ostseeküste ist teils sandige Flachküste, teils felsige Steilküste. Zwischen Nord- und Ostsee liegt das niedrige Hügelland der Holsteinischen Schweiz.



Schwarzwald

Die Mittelgebirgsschwelle trennt den Norden vom Süden Deutschlands. Das Tal des Mittelrheins und die hessischen Senken dienen als natürliche Leitlinien des Nord-Süd-Verkehrs. Zu den Mittelgebirgen gehören Hunsrück,

Eifel, Taunus und Westerwald. Im Herzen Deutschlands findet sich die Gebirginsel des Harzes. Im Osten liegen unter anderen der Bayerische Wald, das Fichtelgebirge und das Erzgebirge. Am Rande der Oberrheinischen Tiefebene liegen der Schwarzwald, der Spessart und die Schwäbische Alb. In einem engen Tal zwingt sich der Rhein, die wichtigste Verkehrsachse in Nord-Süd-Richtung, durch das Rheinische Schiefergebirge.



Oberstdorf / Alpen

Das Süddeutsche Alpenvorland ist durch Hügel und große Seen im Süden geprägt, dazu weite Schotterebenen, das Unterbayerische Hügelland und die Donauniederung. Charakteristisch für diese Landschaft sind Mooregebiete, kuppenförmige Hügelketten mit Seen (Chiemsee, Starnberger See) und kleine Dörfer. Der deutsche Teil der Alpen zwischen dem Bodensee und Berchtesgaden umfasst nur einen schmalen Anteil dieses Gebirges. Er beschränkt sich auf die Allgäuer Alpen, die Bayerischen Alpen und die Berchtesgadener Alpen. Eingebettet in die Bergwelt der Alpen sind malerische Seen, wie zum Beispiel der Königssee bei Berchtesgaden, und beliebte Fremdenverkehrsorte wie Garmisch-Partenkirchen und Mittenwald.

7 Beantworten Sie die Fragen in vollständigen Sätzen.

- Wie viele Großlandschaften gibt es in Deutschland? Wie heißen sie?

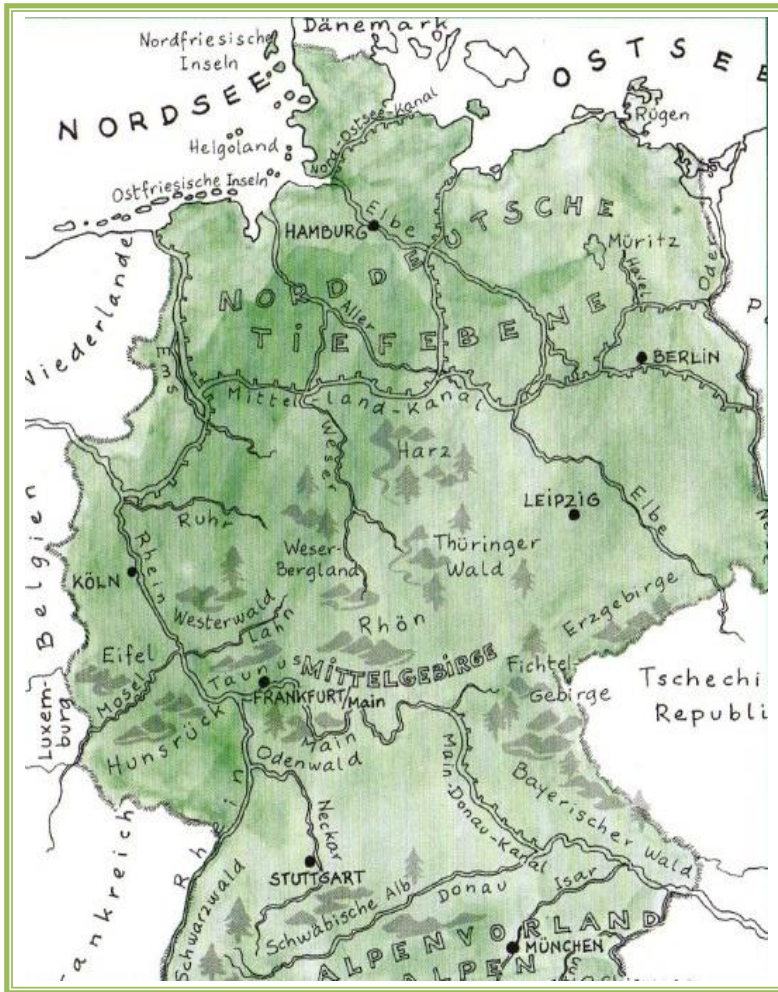
- Was ist das besondere an dem Norddeutschen Tiefland?

- Wie heißen die größten Inseln der Nord- und Ostsee?

- Was gehört zu den Mittelgebirgen?

- Wodurch ist das Süddeutsche Alpenvorland geprägt?

- f) „Ammerchiemstarnbergerboden“ – Welche vier Seen im Alpenvorland stecken in diesem Namen?
- g) Kennen Sie die beiden höchsten Berge in den deutschen Alpen? Wie hoch sind sie?



- 8** Benutzen Sie die Karte und die Informationen aus dem Text und stellen Sie die Großlandschaften Deutschlands vor.

Valeriy Redkó

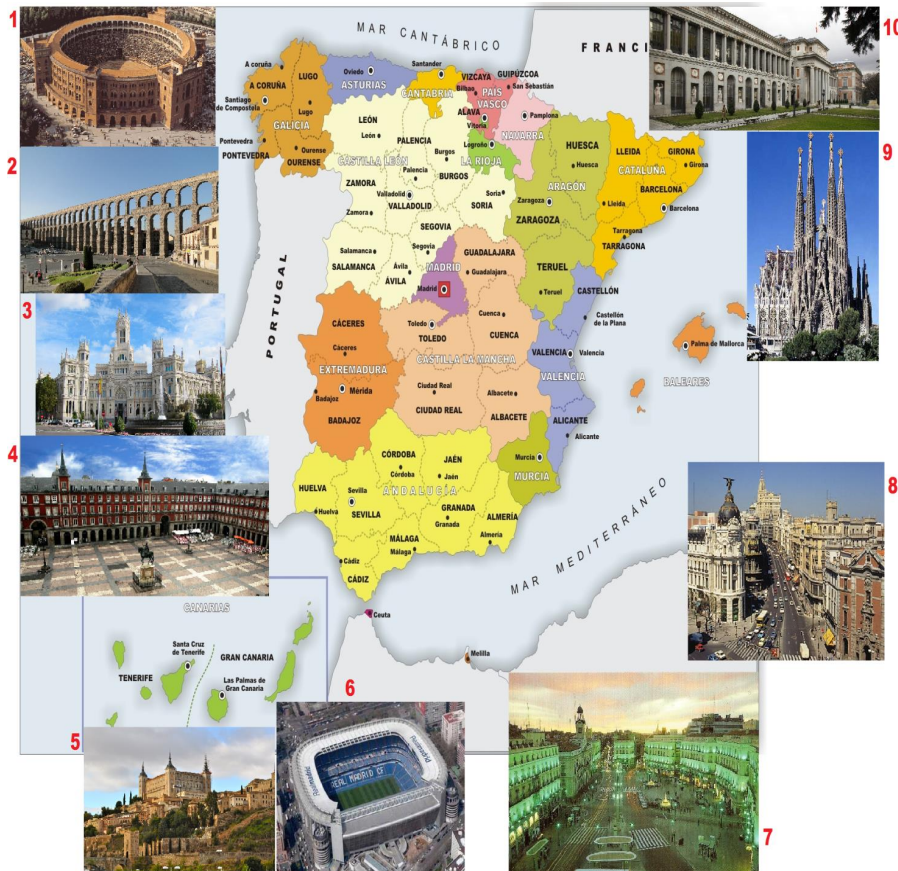
Oleg Basay

BIENVENIDOS A ESPAÑA Y AMÉRICA LATINA



Unidad 1

ESPAÑA EN EL MAPA GEOGRÁFICO DEL MUNDO



1. Plaza de toros
2. Acueducto de Segovia
3. Palacio de Comunicaciones
4. Plaza Mayor
5. Alcázar de Toledo
6. Santiago Bernabéu
7. Puerta del Sol
8. Gran Vía
9. La Sagrada Familia
10. El Museo del Prado

Autonomías de España Andalucía

Población: 7 278 687 habitantes

Provincias: Almería, Cádiz, Córdoba, Granada, Huelva, Jaén, Málaga y Sevilla



Capital: Sevilla

Monumentos y museos: catedral y torre de la Giralda (Sevilla), Torre del Oro (Sevilla), Reales Alcázares (Sevilla), Alhambra y jardines de Generalife (Granada), Mezquita de Córdoba, capilla del Salvador (Úbeda), catedral de Baeza

Aragón

Población: 1 199 753 habitantes

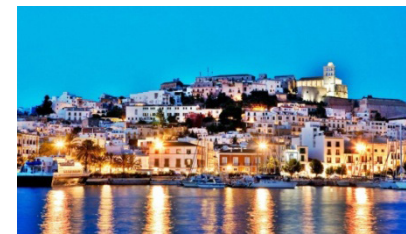
Provincias: Huesca, Zaragoza, Teruel

Capital: Zaragoza

Monumentos y museos: monasterio de San Juan de la Peña (Huesca), basílica de Nuestra Señora del Pilar (Zaragoza), catedral de Teruel, Casa - Museo de Goya (Fuendetodos), museo Pablo Gargallo (Zaragoza)



Baleares



Población: 878 627 habitantes

Provincias: Baleares (formadas por las islas de Mallorca, Menorca, Eivissa (Ibiza), Formentera y Cabrera)

Capital: Palma de Mallorca

Monumentos y museos: catedral de Palma, Castillo de Bellver (Palma), palau de l'Almudaina (Palma), Monasteri de

Lluc, Cales Coves (Menorca), palau Salort de Ciutadella, museo Arqueológico de Sóller, Fundació Pilar y Joan Miró (Palma)

Canarias



Población: 1 781 366 habitantes
Provincias: Santa Cruz de Tenerife (islas de Tenerife, La Palma, Gomera y El Hierro), y Las Palmas (islas de Gran Canaria, Lanzarote y Fuerteventura)
Capital: Santa Cruz de Tenerife y Las Palmas de Gran Canaria
Monumentos y museos: escultura

Lady Harimaguada (Las Palmas de Gran Canaria), Casa de Colón (Las Palmas de Gran Canaria), museo Arqueológico de Santa Cruz de Tenerife

Cantabria

Población: 537 606 habitantes

Provincias: Cantabria

Capital: Santander

Monumentos y museos: cuevas de Altamira, palacio de la Magdalena (Santander), El Capricho (edificio modernista en Comillas)



Castilla - La Mancha



Población: 1 755 053 habitantes
Provincias: Albacete, Ciudad Real, Cuenca, Guadalajara y Toledo
Capital: Toledo
Monumentos y museos: castillo de Belmonte, molinos de Consuegra, Casa Colgantes de Cuenca, catedral de Toledo, museo de Santa Cruz (Toledo), museo de Arte Abstracto de Cuenca

Castilla y León



Población: 2 479 425 habitantes
Provincias: Ávila, Burgos, León, Palencia, Salamanca, Segovia, Soria, Valladolid y Zamora

Capital: Valladolid

Monumentos y museos: Acueducto de Segovia, Alcázar de Segovia, catedral de Burgos, catedral de León, catedral vieja y catedral nueva de Salamanca, Muralla

de Ávila, castillo de Coca, museo de Art Nouveau y Art Déco de Salamanca, museo Nacional de Escultura de Valladolid

Cataluña

Población: 6 361 365 habitantes

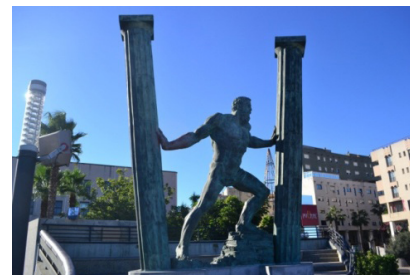
Provincias: Barcelona, Tarragona, Lleida y Girona

Capital: Barcelona

Monumentos y museos: Sagrada Familia (Barcelona), Palacio de la Música Catalana (Barcelona), casas de Gaudí (Barcelona), catedral gótica de Barcelona, monasterio de Montserrat, anfiteatro romano de Tarragona, catedral de Girona Teatre-Museo Dalí (Figueres), museo Nacional Arqueológico de Tarragona, museo Picasso (Barcelona), Fundación Joan Miró (Barcelona)



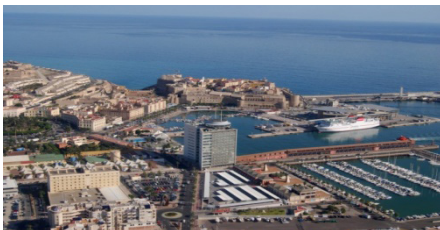
Ciudad autónoma de Ceuta



Población: 75 694 habitantes

Monumentos y museos: ermita de Valle, Santa Iglesia Catedral, Muralla Real, santuario de Nuestra Señora de África

Ciudad autónoma de Melilla



Población: 68 789 habitantes
Monumentos y museos: iglesia de la Purísima Concepción, plaza de Toros, Foso de los Carneros, Fuerte de San José Bajo

Comunidad Valenciana

Población: 4 202 680 habitantes
Provincias: Alicante, Castellón y Valencia
Capital: Valencia
Monumentos y museos: castillo del Papa Luna (Peñíscola), castillo de Sagunto, Ayuntamiento de Alicante, catedral de Valencia, basílica de la Virgen de los Desamparados, Instituto Valenciano de Arte Moderno (IVAM), museo Fallero de Valencia, Ciudad de las Artes y de las Ciencias de Valencia



Extremadura



Población: 1 073 381 habitantes
Provincias: Badajoz y Cáceres
Capital: Mérida
Monumentos y museos: monasterios de Yuste, Tentudia y Guadalupe, ruinas romanas de Mérida, Concatedral de Santa María (Cáceres), museo Nacional de Arte Romano, museo provincial de Cáceres

Galicia

Población: 2 732 926 habitantes
Provincias: A Coruña, Lugo, Ourense y Pontevedra
Capital: Santiago de Compostela
Monumentos y museos: catedral de Santiago, Torre de Hércules (A Coruña), monasterio de Oseira, Museo Diocesano de Mondoñedo



La Rioja

Población: 270 400 habitantes
Provincia: Logroño
Capital: Logroño
Monumentos y museos: monasterio de Santa María la Real (Nájera), monasterio de San Millán de Yuso (San Millán de la Cogolla), catedral de Logroño



Madrid



Población: 5 372 433 habitantes
Provincia: Madrid
Capital: Madrid
Monumentos y museos: parque del Retiro, fuente de Cibeles, Puerta de Alcalá, estación de Atocha, plaza de toros de Las Ventas, Palacio Real, monasterio de El Escorial, palacio Real de Aranjuez, castillo de Manzanares el Real, museo del Prado, museo Thyssen-Bornemisza, Centro de Arte Reina Sofía, museo Sorolla

Murcia

Población: 1 190 378 habitantes
Provincia: Murcia
Capital: Murcia
Monumentos y museos: catedral y casino de Murcia, muralla Bizantina de Cartagena, museo de Tradiciones y artes Populares de Alcantarilla, colegiata de San Patricio (Lorca)



Navarra



de Navarra (Pamplona)

Población: 556 263 habitantes
Provincia: Navarra
Capital: Pamplona (Iruña)
Monumentos y museos: Palacio Real de Olite, catedral de Pamplona, monasterio de Nuestra Señora de Irache (Estella), monasterio de Irizar, monasterios de Leyre (Yesa), iglesia de Santa María la Real (Sangüesa), catedral de Tudela, museo

País Vasco

Población: 2 101 478 habitantes
Provincias: Álava, Guipúzcoa y Vizcaya
Capital: Vitoria (Gasteiz)
Monumentos y museos: Peine de los vientos (San Sebastián), Casa de Juntas de Guernica, museo de San Telmo (San Sebastián), museo Guggenheim de Bilbao, museo de Ignacio Zuloaga (Zumaia)



Principado de Asturias



Población: 1 075 329 habitantes
Provincia: Asturias
Capital: Oviedo
Monumentos y museos: castros de Valle de Navia (restos de poblados fortificados con casas de planta circular), iglesia de Santa María del Naranco (en el monte Naranco), museo de Bellas Artes de Oviedo

1. *Leed los textos. Haced grupos de 2-3 personas y preparaos para discutir a base de los textos según los monumentos y museos de cada autonomía.*
2. *Diálogo. Imaginad que vuestro amigo se prepara para ir a España. Dadle consejos sobre qué sería mejor ver en: Cataluña, Comunidad Valenciana, Andalucía.*
3. *Trabajad en grupos de 3-4 personas. Imaginad que en vuestro grupo hay jóvenes de España y de Ucrania. A base de los temas del ejercicio 1 intercambiad impresiones sobre las visitas a España y Ucrania.*
4. *Proyecto. Imaginad que queréis hacer un reportaje sobre vuestra visita a Cantabria, Castilla-La Mancha... Buscad en Internet o cualquier otro medio de la información los materiales para el tema de reportaje y presentadlo en clase en una forma atractiva (fotos, videos, folletos turísticos, etc.).*



Dolynskyi Yevhen

MA FRANCE

CHAPITRE 8 LA CUISINE FRANCAISE

«Parler de cuisine – *de cuisine française* – c’est parler de joie de vivre, de légèreté, d’optimisme et de plaisir – des idées tout à fait centrales pour l’image de la Destination France».

Alain Ducasse



*Le repas au restaurant est toujours bon avec du vin,
Mais quand on mange à la maison le repas est toujours bon.*

Exercice 1. Lisez et traduisez le dialogue.

Situation: Jacques et Isabelle montrent Paris à leurs amis russes. Ils sont dans le quartier du Marais. À l’heure du dîner, ils discutent où aller manger un morceau.

A.: Écoutez, mes amis! Cette promenade m’a donné une faim de loup. Tiens, voici un MacDonalds ; si on y allait?

J.: Quelle drôle d’idée! Tu es sérieux? Tu veux vraiment qu’on y aille?

K.: Et pourquoi pas? Chez nous, à Moscou, nous y allons souvent, surtout le dimanche, et cette année notre fille y a fêté son anniversaire. Deux clowns animaient la fête et les enfants étaient aux anges.

I.: Mais c'est de la nourriture de mauvaise qualité! Si vous ne voulez pas avoir de problèmes de santé je vous conseille vivement de ne pas y aller! Rien qu'à sentir cette puanteur de friture, cela me donne la nausée!

K.: Il y a peut-être un autre fast food près d'ici? Où bien, faut-il parler de restauration rapide? J'ai appris que vos académiciens conseillent d'employer plutôt cette expression.

I.: Oui, c'est vrai, mais les gens n'aiment pas, c'est trop long. On dit toujours fast food, ou bien restopouce, il y a aussi des fast foods français: Pomme d'api, La Brioche dorée...

K.: Moi, je mangerais bien une crêpe ou un sandwich, ou bien une viennoiserie; comme ça, sur le pouce.

J.: D'accord, mais où allons-nous nous asseoir? Moi, j'ai les jambes coupées!

I.: Évidemment, tu n'as pas l'habitude de marcher! Toujours en voiture !

J.: Voici un resto bien sympa. Voyons le menu du jour. 11 euros, ce n'est pas trop cher. Comme plat de résistance, les tripes à la mode de Caen! Y a-t-il des amateurs?

A.: Euh... non. Pas moi, en tout cas.

I.: Je connais un petit restaurant indien, une pure merveille! On peut y manger du poulet au curry, du riz basmati bien parfumé, le tout accompagné de bière indienne. Et ce n'est pas cher du tout.

J.: Et il faut encore marcher? Oh non, pitié! Je suis à bout!

I.: Je propose une solution bien simple et très parisienne: le bistrot.

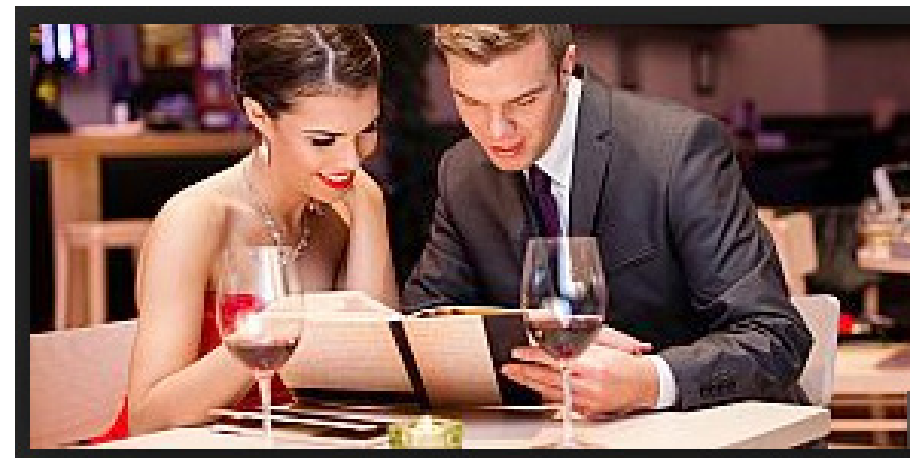
A.: Le bistrot? Et on y mange ? Je croyais qu'on y prenait seulement un verre.

J.: Bien sûr : On y boit un café ou un demi, mais on peut aussi y manger un morceau. Nous pourrions commander un croque-monsieur ou un croque-madame, avec un oeuf dessus. C'est très bon, c'est chaud et nourrissant. Et on sert aussi de la salade verte avec. Tiens, en voici justement un. Prenons place à la terrasse, comme cela vous pourrez observer le spectacle de la rue.

K.: À la terrasse? En cette saison? Je sais qu'à Paris novembre est plus clément qu'à Moscou, il ne gèle pas encore, mais tout de même!

I.: Ne t'en fais pas, Katia, la terrasse est chauffée. Et puis nous commanderons aussi du café brûlant.

J.: Garçon, s'il vous plaît! Nous avons choisi.



Exercice 2. Formez le féminin des adjectifs.

1. délicieux – _____
2. épicé – _____
3. frais – _____
4. haché – _____
5. grillé – _____
6. salé – _____
7. sucré – _____
8. bon – _____
9. léger – _____
10. original – _____

Exercice 3. Formez le nom à partir d'un verbe.

1. déjeuner – _____
2. dîner – _____
3. choisir – _____
4. finir – _____
5. préparer – _____

6. demander – _____
7. commander – _____
8. inviter – _____
9. souper – _____
10. glacer – _____

Exercice 4. Reliez les deux parties.

- | | |
|--------------|------------------|
| 1. prendre | a. la carte |
| 2. commander | b. un pourboire |
| 3. étudier | c. la commande |
| 4. régler | d. un plat |
| 5. laisser | e. du vin |
| 6. avoir | f. le repas |
| 7. passer | g. l'addition |
| 8. inviter | h. faim / soif |
| 9. choisir | i. la cuisine |
| 10. faire | j. au restaurant |

Exercice 5. Trouvez l'intrus.

1. un steak – une côtelette – une sole – une escalope
2. du bœuf – du poulet – de l'agneau – du veau
3. du poulet – du porc – du canard – de la caille
4. un thon – une truite – une sole – un chou
5. des moules – du saumon – des escargots – de l'ulve
6. des pommes de terre – des haricots verts – des pâtes – des petits pois
7. des fraises – des poivres – des abricots – des pommes
8. des framboises – des prunes – des fraises – des myrtilles
9. du persil – du fenouil – du panais – des frites
10. un gâteau – un cocktail – une tarte – une glace

Exercice 6. Divisez en deux colonnes : les commentaires positifs et les commentaires négatifs : *c'est original; c'est formidable; c'est trop sucré; c'est infect; c'est trop salé; c'est trop gras; c'est lourd; c'est léger; c'est frais; c'est très bon; c'est délicieux; c'est un délice; c'est trop cuit; c'est excellent; ce n'est pas assez épicé; ce n'est pas assez cuit.*

1. les commentaires positifs	2. les commentaires négatifs

Exercice 7. Lisez et traduisez le texte.**Dans les magasins**

Ma mère est très occupée, voilà pourquoi c'est moi qui vais faire des courses. Je préfère aller acheter des provisions au self-service des grands magasins. Je trouve ça très commode. Je longe des rayons de la boucherie, de la pâtisserie, de la poissonnerie, de l'épicerie, de la boulangerie, etc. en remplissant mon panier de différents produits. J'achète souvent un kilo de viande, un kilo de saucisson cuit, 500 gr. de fromages, deux litres de lait, un gâteau, du pain, parfois quelques paquets de biscuits. Puis je passe à la caisse pour payer mes achats. Ma mère est toujours satisfaite de mes choix.

Exercice 8. Discussion. Répondez aux questions.

1. Aimez-vous faire des courses?
2. Qu'est-ce qu'on peut acheter dans le rayon de boucherie?
3. Combien coûte un kilo de viande?
4. Où peut-on acheter du pain?
5. Qu'est-ce qu'on peut acheter dans le rayon d'épicerie?
6. Combien coûte un kilo du sucre?
7. Aimez-vous des gâteau et des biscuits? Où peut-on acheter ces produits?
8. Achetez-vous souvent du lait et du beurre?
9. Comment s'appelle le rayon où peut-on acheter ces produits?

Exercice 9. Les expressions idiomatiques. Trouvez le bon mot.

1. Boire la mer et ses _____ – avoir extrêmement soif.
 - a. crevettes
 - b. poissons
 - c. moules
2. Avoir une faim de _____ – avoir très faim.
 - a. loup
 - b. chat
 - c. lion
3. Avoir l'eau _____ – être mis en appétit, avoir envie de quelque chose.
 - a. aux lèvres
 - b. au visage
 - c. à la bouche
4. Manger comme _____ – manger très peu.
 - a. un moineau
 - b. une hirondelle
 - c. une pie
5. Manger _____ – manger (parfois rapidement).
 - a. une tranche
 - b. un morceau
 - c. une pièce
6. Manger comme _____ – manger en grande quantité.
 - a. un cheval
 - b. un ogre
 - c. un ours
7. À s'en lécher _____ – savoureux (en parlant d'un plat).
 - a. les doigts
 - b. les lèvres
 - c. les dents